June 2008



DEPARTMENT OF EDUCATION

2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine. gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron

Commissioner of Education

Susan A. Kendron



School Report Grade 6

Test Date: March 2008

Code: 11971473

SAU: MSAD 03

School: Troy Central School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2008

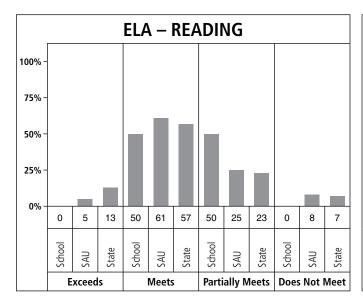
Grade:

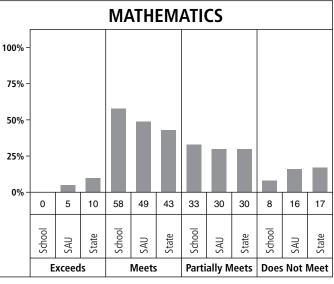
SAU: MSAD 03

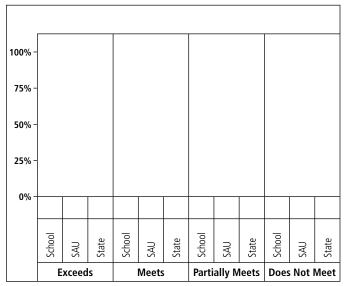
School: Troy Central School

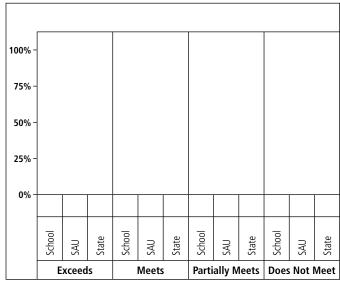
Summary of School, SAU, and State Scores

Year	Avera	age Scaled S	Score
ieai	School	SAU	State
ELA – Reading 2005–2006 2006–2007 2007–2008 Cum. Avg.*	642 646 642 643	643 643 644 643	644 646 648 646
Mathematics 2005–2006 2006–2007 2007–2008 Cum. Avg.*	652 651 640 647	645 642 641 643	641 643 642 642









^{*}Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.



SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008 6

Grade:

SAU: MSAD 03

School: **Troy Central School**

		En	rol	lme	nt¹								C	ON	TE	NT	AR	EΑ	PA	RT	ICI	PA	TIO	N ²						
CATEGORY OF	d	during	j test	ing v	vindo	w			ELA-F	Readin	g				Mathe	matics	3													
PARTICIPATION	Scl	hool	S	AU	St	ate	Sc	hool	S	AU	St	ate	Scl	nool	S	AU	St	ate	Sch	nool	S	AU	St	ate	Sc	hool	S	AU	St	ate
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	12	100	103	100	14365	100	12	100	102	100	14266	99	12	100	102	100	14268	99												
Ethnicity African American/Black	1	8	1	1	418	3	1	100	1	100	407	97	1	100	1	100	413	99												
American Indian or Native Alaskan	0	0	0	0	111	1	0	0	0	0	110	99	0	0	0	0	110	99												
Asian or Pacific Islander	0	0	0	0	249	2	0	0	0	0	249	100	0	0	0	0	248	100												
Hispanic	0	0	0	0	149	1	0	0	0	0	147	99	0	0	0	0	147	99												
Caucasian/White	11	92	102	99	13438	94	11	100	101	100	13353	100	11	100	101	100	13350	100												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	2	17	26	25	2518	18	2	100	25	100	2479	99	2	100	25	100	2479	99												
Current LEP	0	0	0	0	349	2	0	0	0	0	339	97	0	0	0	0	344	99												
Economically disadvantaged	8	67	59	57	5335	37	8	100	59	100	5277	99	8	100	59	100	5279	99												
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100												

MODE OF		ELA-	Readin	g		Mat	thematics	;						
	School	5	SAU	State	School		SAU	State	School	SAU	State	School	SAU	State
PARTICIPATION ³	n %	n	%	n %	n %	n	า %	n %	n %	n 9	n %	n %	n %	n %
Participation without accommodations	9 75	74	72	11613 81	9 75	74	4 72	11626 81						
Identified disability (PET/IEP)	0 0	3	4	373 3	0 0	3	3 4	373 3						
LEP	0 0	0	0	187 2	0 0	0	0	187 2						
504 plan	0 0	1	1	149 1	0 0	1	1 1	150 1						
Participation with accommodations	3 25	22	21	2451 17	3 25	22	2 21	2446 17						
Identified disability (PET/IEP)	2 67	16	73	1909 78	2 67	16	6 73	1910 78						
LEP	0 0	0	0	142 6	0 0	0	0	152 6						
504 plan	0 0	0	0	85 3	0 0	0	0	84 3						
Other	1 33	6	27	350 14	1 33	6	3 27	335 14						
Participation through alternate assessment (PAAP)	0 0	6	6	197 1	0 0	6	6	196 1						
Identified disability (PET/IEP)	0 0	6	100	197 100	0 0	6	100	196 100						
LEP	0 0	0	0	5 3	0 0	0	0	5 3						
504 plan	0 0	0	0	0 0	0 0	0	0	0 0						
Approved non-participation in reading – 1st year LEP	0 0	0	0	5 0										
Approved non-participation – special consideration	0 0	1	1	24 0	0 0	1	1 1	24 0						
Non-participation – other	0 0	0	0	75 1	0 0	0	0	73 1						

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.



ELA-READING RESULTS

Test Date: March 2008

Grade:

SAU: MSAD 03

School: Troy Central School

ACHIEVEMENT LEVEL DEFINITIONS		Sch	nool	SA	\U	Sta	ite
The quality of a student's work at each achievement level reflects progress in attaining Maine Level Expectations in English language arts – reading.	's Grade	N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006	1	10	5	5	1176	8
	2006-2007	1	11	3	3	1132	8
	2007-2008	0	0	5	5	1817	13
	Cum. Total*	2	6	13	4	4125	10
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006	5	50	59	54	7612	51
	2006-2007	4	44	50	49	8127	57
	2007-2008	6	50	59	61	8072	57
	Cum. Total*	15	48	168	55	23811	55
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006	2	20	35	32	4080	27
	2006-2007	3	33	37	36	3549	25
	2007-2008	6	50	24	25	3194	23
	Cum. Total*	11	35	96	31	10823	25
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006	2	20	11	10	2005	13
	2006-2007	1	11	12	12	1478	10
	2007-2008	0	0	8	8	981	7
	Cum. Total*	3	10	31	10	4464	10

		nber	A	verage Poi	nts Attaine	d (Number	and Percer	nt)
Learning Results Content Standard Cluster	-	oints sible	Sch	iool	S	ΑU	Sta	ite
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	28.3	50.5	30.5	54.5	32.7	58.4
Literary Text	28	50	14.0	50.0	15.3	54.6	16.3	58.2
Informational Text	28	50	14.3	51.1	15.3	54.6	16.5	58.9

The Maine Learning Results reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students' reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine's 1997 Learning Results, which can be found at http://www.maine.gov/education/lsalt/gles.htm.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008

Grade: 6

SAU: MSAD 03

School: Troy Central School

					Sch	nool							SA	\U					Sta	ate		
REPORTING CATEGORIES	Tested		E		М		P	1	D	Mean Scaled Score	Tested	E	М	P	D	Mean Scaled	Tested	E	М	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
All Students	12	0	0	6	50	6	50	0	0	642	96	5	61	25	8	644	14064	13	57	23	7	648
Ethnicity African American/Black American Indian or Native Alaskan Asian or Pacific Islander Hispanic Caucasian/White Not Reported	1 0 0 0 11	0	0	5	45	6	55	0	0	641	1 0 0 0 95 0	5	61	25	8	644	399 108 247 145 13165 0	7 4 16 8 13	47 54 60 45 58	28 32 20 34 22	17 10 4 14 7	642 643 650 643 648
Identified disability Yes No	2	0	0	6	60	4	40	0	0	643	19 77	5 5	16 73	47 19	32 3	632 647	2282 11782	2 15	29 63	42 19	27 3	636 650
Current LEP Yes No	0 12	0	0	6	50	6	50	0	0	642	0 96	5	61	25	8	644	329 13735	4 13	44 58	30 23	22 7	640 648
Economically disadvantaged Yes No	8 4	0	0	3	38	5	63	0	0	640	54 42	4 7	56 69	30 19	11 5	641 648	5153 8911	6 17	51 61	31 18	12 4	643 650
Migrant Yes No	0	0	0	6	50	6	50	0	0	642	0 96	5	61	25	8	644	7 14057	14 13	57 57	14 23	14 7	648 648
Gender Female Male Not Reported	5 7 0	0	0	2 4	40 57	3 3	60 43	0	0	641 642	44 52 0	5 6	80 46	16 33	0 15	649 641	6967 7097 0	16 9	59 56	20 26	5 9	650 646
Title 1A targeted program Yes No	2	0	0	5	50	5	50	0	0	642	7 89	0 6	29 64	57 22	14 8	635 645	1186 12878	6 14	41 59	42 21	11 7	642 648
Gifted/talented program Yes	0										14 82	14 4	79 59	7	0	652	557	50	48	2 24	0	661
No	12	0	0	6	50	6	50	0	0	642	02	•	30	28	10	643	13507	11	58	2-1	7	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards



ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 6

SAU: MSAD 03

Troy Central School School:

					Sch	ool							SA	U					Sta	te		
QUESTIONNAIRE ITEMS	Students in Each Category		E	ı	М		P	ı)	Mean Scaled Score	Students in Each Category	E	М	Р	D	Mean Scaled Score	Students in Each Category	E	М	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%	Jeore	%	%	%	%	%	30010	%	%	%	%	%	Jeore
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	0 83 17 0	0 0	0 0	5 1	50 50	5 1	50 50	0	0 0	642 643	13 70 16 1	0 6 7 0	42 61 80 0	25 28 13 100	33 5 0 0	635 646 648 640	6 56 34 3	7 13 15 9	43 58 60 46	30 23 20 29	20 6 5 16	641 648 649 643
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	17 50 25 8	0 0 0	0 0 0	2 3 1 0	100 50 33 0	0 3 2 1	0 50 67 100	0 0 0 0	0 0 0 0	646 643 637 640	36 47 13 4	3 9 0	67 65 50 0	24 21 42 50	6 5 8 50	645 648 640 622	40 48 9 3	17 12 7 3	60 59 45 31	19 23 34 37	5 6 15 29	650 648 643 637
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	17 58 25 0	0 0 0	0 0 0	1 4 1	50 57 33	1 3 2	50 43 67	0 0 0	0 0 0	646 643 637	22 62 14 2	20 2 0 0	65 66 46 0	10 29 23 100	5 4 31 0	652 645 633 632	28 54 16 2	26 9 3 1	58 61 48 37	11 24 37 39	4 6 13 23	653 647 642 637
How difficult was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	0 67 33	0 0	0 0	4 2	50 50	4 2	50 50	0	0 0	641 644	11 73 16	0 6 7	50 67 40	30 24 33	20 3 20	638 646 641	15 66 18	10 13 15	48 59 58	27 22 20	15 5 7	644 649 649
How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	0 58 42	0 0	0 0	4 2	57 40	3	43 60	0	0 0	641 642	3 60 36	0 0 15	0 71 48	67 25 24	33 4 12	621 645 646	9 54 36	2 9 21	37 59 60	37 26 15	23 6 4	638 647 652
How hard did you try on the reading part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	58 42 0	0	0	4 2	57 40	3	43 60	0 0	0 0	642 641	41 55 3	8 4 0	55 69 0	32 20 67	5 8 33	645 645 623	46 50 3	13 14 5	56 60 46	24 21 30	7 6 20	648 649 641
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	25 42 8 25	0 0 0 0	0 0 0	2 2 1 1	67 40 100 33	1 3 0 2	33 60 0 67	0 0 0 0	0 0 0 0	645 642 646 637	24 47 9 21	9 5 13 0	50 74 75 37	32 16 13 47	9 5 0 16	646 647 648 636	19 51 12 18	19 15 9 4	58 60 56 50	17 20 26 34	6 5 9 13	651 649 646 643
Optional school/SAU question A. B. C. D.	9 18 0 73	0 0	0 0	0 2 4	0 100 50	1 0 4	100 0 50	0 0	0 0	634 649 642	8 15 15 62	0 0 0	0 100 50 50	100 0 0 50	0 0 50 0	634 649 638 642						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards N = Number



MATHEMATICS RESULTS

Test Date: March 2008 6

Grade:

SAU: MSAD 03

Troy Central School School:

STUDENTS AT EACH ACHIEVEMENT LEVEL

ACHIEVEMENT LEVEL DEFINITIONS		Sch	iool	SA	AU	Sta	ite
The quality of a student's work at each achievement level reflects progress in attaining Maine's Level Expectations in mathematics.	s Grade	N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006	2	20	9	8	1463	10
	2006-2007	3	33	9	9	2092	15
	2007-2008	0	0	5	5	1474	10
	Cum. Total*	5	16	23	7	5029	12
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student's work may contain minor errors. (scaled score 641–660)	2005-2006	6	60	60	55	5914	40
	2006-2007	4	44	42	41	5731	40
	2007-2008	7	58	47	49	6008	43
	Cum. Total*	17	55	149	48	17653	41
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006	2	20	35	32	4494	30
	2006-2007	1	11	35	34	4175	29
	2007-2008	4	33	29	30	4244	30
	Cum. Total*	7	23	99	32	12913	30
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006	0	0	6	5	3014	20
	2006-2007	1	11	16	16	2308	16
	2007-2008	1	8	15	16	2346	17
	Cum. Total*	2	6	37	12	7668	18

		nber	Avera	ge Point	s Attaine	d (Numbe	r and Pe	rcent)
Learning Results Content Standard Clusters		oints sible	Sch	iool	SA	NU	St	ate
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	19	34	11.3	59.5	9.9	52.1	9.6	50.5
Cluster 2: Shape and Size	15	27	6.9	46.0	8.0	53.3	8.1	54.0
Cluster 3: Mathematical Decision Making	7	13	3.3	47.1	3.8	54.3	4.2	60.0
Cluster 4: Patterns	15	27	6.0	40.0	6.9	46.0	7.5	50.0

Cluster 1: Numbers and Operations

- A. Numbers and Number Sense
- B. Computation
- I. Discrete Mathematics (grades 3 and 4 only)

Cluster 2: Shape and Size

- E. Geometry
- F. Measurement

Cluster 3: Mathematical Decision Making

- C. Data Analysis and Statistics
- D. Probability

Cluster 4: Patterns

- G. Patterns, Relations, and Functions
- H. Algebra Concepts
- K. Mathematical Communication

Each content standard in the clusters above is defined in Maine's 1997 Learning Results, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at http://www.maine.gov/education/lsalt/gles.htm.

^{*}Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008

Grade: 6

SAU: MSAD 03

School: Troy Central School

					Sch	nool							SA	\U					Sta	ate		
REPORTING CATEGORIES	Tested		E		М		P	ı	D	Mean Scaled Score	Tested	E	М	P	D	Mean Scaled Score	Tested	E	М	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
All Students	12	0	0	7	58	4	33	1	8	640	96	5	49	30	16	641	14072	10	43	30	17	642
Ethnicity African American/Black American Indian or Native Alaskan Asian or Pacific Islander Hispanic Caucasian/White Not Reported	1 0 0 0 11	0	0	6	55	4	36	1	9	640	1 0 0 0 95 0	5	48	31	16	641	409 108 247 145 13163 0	4 6 13 9 11	26 26 50 32 43	35 39 25 34 30	35 29 13 25 16	632 635 646 638 643
Identified disability Yes No	2 10	0	0	7	70	3	30	0	0	642	19 77	5 5	16 57	21 32	58 5	627 644	2283 11789	2 12	18 48	31 30	49 10	627 645
Current LEP Yes No	0 12	0	0	7	58	4	33	1	8	640	0 96	5	49	30	16	641	339 13733	5 11	22 43	32 30	41 16	631 643
Economically disadvantaged Yes No	8 4	0	0	4	50	3	38	1	13	638	54 42	2 10	46 52	31 29	20 10	638 645	5160 8912	4 14	34 48	36 27	26 11	636 646
Migrant Yes No	0 12	0	0	7	58	4	33	1	8	640	0 96	5	49	30	16	641	7 14065	0	57 43	43 30	0 17	641 642
Gender Female Male Not Reported	5 7 0	0	0	2 5	40 71	2 2	40 29	1 0	20 0	638 642	44 52 0	5 6	48 50	41 21	7 23	643 640	6974 7098 0	10 11	43 42	31 30	16 17	642 642
Title 1A targeted program Yes No	2 10	0	0	6	60	4	40	0	0	641	7 89	0 6	29 51	29 30	43 13	633 642	1192 12880	4 11	23 44	43 29	30 15	634 643
Gifted/talented program Yes	0 12	0	0	7	58	4			8	640	14 82	21 2	50 49	21 32	7 17	650 640	557 13515	53 9	42 43	4 31	0 17	663 641
No	12	v	v		30	4	33	1	0	040	62	2	45	Je	1/	040	13313	•	7 0	31	"	041

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.

I = Number



MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 6

SAU: MSAD 03

Troy Central School School:

	School									SAU						State						
QUESTIONNAIRE ITEMS	Students in Each Category	E		М		Р		D		Mean Scaled Score	Students in Each E Category		М	Р	D	Mean Scaled Score	Students in Each E Category		М	Р	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%	30010	%	%	%	%	%	Jeore	%	%	%	%	%	1
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	0 83 17 0	0	0	6	60 50	3	30 50	1 0	10 0	640 638	13 70 16 1	0 6 7 0	17 52 67 0	50 28 27 0	33 14 0 100	632 642 647 624	6 56 34 3	6 11 11 6	33 43 45 33	31 30 30 32	31 16 14 28	635 643 644 636
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics? A. The questions on the test match what I have learned in mathematics class.	17	0	0	1	50	1	50	0	0	639	36	6	55	30	9	643	45	14	47	28	11	646
Ciass. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	67 8 8	0 0 0	0 0 0	4 1 1	50 100 100	3 0 0	38 0 0	1 0 0	13 0 0	639 644 650	53 9 2	6 0 0	49 25 50	37 0 0	8 75 50	643 626 629	43 9 3	8 6 5	43 30 15	33 33 25	17 32 54	641 635 626
Which of the following best describes how you rate yourself as a student in mathematics? A. very good B. good C. fair	42 42 17 0	0 0 0	0 0 0	3 3 1	60 60 50	2 1 1	40 20 50	0 1 0	0 20 0	643 638 638	30 46 20 4	11 5 0 0	68 43 44 0	21 33 33 50	0 19 22 50	650 639 636 625	29 48 19 3	24 6 1 0	51 45 29 15	17 33 42 41	8 16 28 44	651 641 634 627
D. poor How difficult was the mathematics part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	25 58 17	0 0 0	0 0 0	2 4 1	67 57 50	0 3 1	0 43 50	1 0 0	33 0 0	637 641 641	22 67 11	10 3 10	30 55 50	25 34 20	35 8 20	625 637 643 642	24 62 14	5 9 26	38 45 43	33 31 20	24 14 12	638 643 650
How hard did you try on the mathematics part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	58 42 0	0	0	4 3	57 60	2 2	29 40	1 0	14 0	639 642	43 54 2	8 4 0	43 56 0	40 24 0	10 16 100	642 642 612	48 49 3	10 12 9	41 45 33	32 28 27	17 15 32	642 644 637
How often do you use hands-on materials in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	8 0 17 75	0 0 0	0 0 0	1 2 4	100 100 44	0 0 4	0 0 44	0 0 1	0 0 11	650 645 638	20 46 13 22	0 7 17 0	56 48 50 45	28 31 33 30	17 14 0 25	641 642 647 636	17 34 31 18	8 11 12 10	39 44 44 42	30 31 29 31	22 14 15 18	639 643 644 642
How often do you use calculators in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	0 17 58 25	0 0 0	0 0 0	1 6 0	50 86 0	1 1 2	50 14 67	0 0 1	0 0 33	638 644 633	3 40 42 14	0 11 3 0	33 51 56 23	0 32 28 38	67 5 13 38	627 646 641 630	11 32 32 26	11 11 11 9	37 44 45 40	29 30 30 32	23 15 15 19	641 643 643 641
On average, how many minutes a day do you spend working on mathematics in class? A. less than 30 minutes B. 30–45 minutes C. 45–60 minutes D. more than 60 minutes	8 17 75 0	0 0 0	0 0 0	0 2 5	0 100 56	0 0 4	0 0 44	1 0 0	100 0 0	624 644 641	8 30 47 16	0 0 7 14	29 56 55 21	14 30 38 21	57 15 0 43	628 639 647 635	7 37 42 15	6 8 13 12	29 39 47 46	33 34 28 27	32 20 12 15	635 640 645 644
Optional school/SAU question A. B. C. D.	9 18 0 73	0 0	0 0 0	0 2 5	0 100 63	0 0 3	0 0 38	1 0 0	100 0	624 643 642	8 15 15 62	0 0 0	0 100 50 63	0 0 50 38	100 0 0 0	624 643 640 642						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards N = Number

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